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ABSTRACT

This paper presents a flexible, open-ended, five-stage plan based on task analysis to evolve a longitudinal competency-based teacher education (CBTE) program. Stage 1 envisions broad use of group process in evolving a parameter of generic and specialized teacher competencies within which institutional programs are independently designed to provide graduates who have exit competencies necessary for entry-level professional success in the education professions. Stage 2 is institutionally centered and related to the institution's independent refinement of initial planning and design of CBTE programs. Stage 3 is the implementation stage centered within the institutions and related to the institution's program development that implements its Pennsylvania Department of Education (PDE) approved competency-based design. Stage 4 constitutes PDE implementation of competency-based standards and procedures for professional certification of the education professions. Stage 5 embodies a historical documentation and continuing research and evaluation effort spanning stages 1-3. A graphic representation of the meshing and overlap of the nonsequential stages of this longitudinal plan is attached. (PD)

ED 099374

PENNSYLVANIA'S COMPETENCY-BASED TEACHER EDUCATION PROGRAM

(A flexible long-term statewide program to evolve competency-based teacher education at Pennsylvania's 83 approved teacher-preparing colleges and universities and leading to competency-based teacher certification)

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PENNSYLVANIA DEPARTMENT OF EDUCATION
Office of Higher Education
Bureau of Teacher Education and Certification
DIVISION OF TEACHER EDUCATION

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Pennsylvania Competency-Based Teacher Education Program

I. UNDERLYING RATIONALE

The Division of Teacher Education, Office of Higher Education, Pennsylvania Department of Education is committed to evolving competency-based teacher education programs at all Pennsylvania institutions of higher education officially approved by the State Board of Education as teacher-preparing colleges or universities.

To attain this goal, the division has planned a longitudinal program which will enlist the enthusiastic support of its cooperating institutions, will utilize "bottom-up" "grass root" effort, and will have an implementation schedule based upon general acceptance and institutional readiness rather than a mandated transformation date arbitrarily set by state authority. Many complex problems and unresolved issues dictate a flexible timetable which permits necessary deliberations, preparation, research, design, development, and phased implementation. Therefore, thoroughness and readiness will dictate the policies, activities, and rate of implementation of Pennsylvania's longitudinal program.

The longitudinal program is based upon a five-stage plan to insure that such innovative approaches and successful results as are attained shall be on-going and not temporary changes. The plan clearly calls for the division's role to be that of enabler, facilitator, and catalyst; institutions of higher education must be the implementing agencies. The Pennsylvania Department of Education seeks to secure professional, institutional, and general acceptance of its commitment to competency-based design of teacher education via its customary posture and approach: "leadership via better alternative."

II. FIVE-STAGE PLAN

The division's longitudinal program to evolve competency-based teacher education is guided by a flexible, open-ended five-stage plan based upon a task analysis of the mission to be accomplished.

A. Stage I--Stage I envisions broad use of group process in evolving a parameter of generally accepted generic and specialized teacher competencies within which institutional programs are independently designed to provide graduates having exit competencies necessary for entry-level professional success in the education professions. Generic teacher competencies are those common to all teachers irrespective of academic discipline or grade level (and generally are those developed via the General Education and Professional Education concentrations of approved teacher education programs of Pennsylvania institutions of higher education). Specialized teacher competencies are those peculiar to teachers of a specific subject

minor field, academic discipline, educational specialty, or grade level (and generally are those developed via the Area of Specialization concentration of approved teacher education programs of Pennsylvania institutions of higher education). Stage I will encompass three distinct phases.

1. Phase "A"--The initial effort involved that of having 83 Pennsylvania institutions of higher education with teacher education programs approved by the State Board of Education submit what subsequently has been termed "initial inventories of teacher competencies." These were submitted to the Division of Teacher Education for the purpose of analytical review and recommendation. This phase was concluded in June 1972.

2. Phase "B"--This phase calls for having teacher educators from all 83 Pennsylvania institutions, via a statewide workshop to be conducted in early June 1973, apply qualitative criteria within a classification system in a group analytical review of the initial institutional inventories of generic teacher competencies only. The product of such group process is to be an interim inventory of generic teacher competencies collectively developed by the educational profession on an inter-institutional basis. Such process will also result in a more highly sophisticated statement of competencies (expressed in observable terms related to the professional practitioner's role and within a classification system--which in turn--will facilitate the subsequent institutional-level decision-making relative to the problem of clustering competencies in program design) than the initial inventories of a considerable number of institutions reflected. Additionally, each participating institution of higher education will directly benefit by having two or more of its teacher educators directly involved with the content and process factors of defining teacher competencies.

   In May and April 1973, three-day seminars will be conducted for 60 participants from 30 Pennsylvania institutions of higher education to develop group leaders and assistant group leaders for the statewide workshop.

   In June 1973, a five-day workshop will be conducted for 400 participants, approximately 300 of which will be teacher educators from Pennsylvania's 83 teacher-preparing colleges and universities, the remaining 100 to be practitioners and community representatives. The participants will be divided into 30 working groups, each assigned a group leader and an assistant group leader developed through the two seminars.

   The interim inventory of generic teacher competencies will be widely disseminated as a project activity.

3. Phase "C"--This phase calls for assembling approximately 1,600 participants--by regional, inter-institutional, interdisciplinary workshops--to develop interim inventories of specialized teaching competencies. These 1,600 participants would be predominantly faculty of the academic departments of Pennsylvania's 83 teacher-preparing institutions of higher education and members of academic organizations and learned societies representative of the academic disciplines and teaching fields.

Each regional workshop would utilize the services of the group leaders and assistant group leaders developed for and experienced in the Phase "B" project. A small group format and group analytical review process similar to that applied to the institutions' initial inventories of specialized teacher competencies is proposed. Likewise, the products of this phase are seen as a profession-at-large developed, generally-accepted interim inventory of specialized teacher competencies for informational feed-back to the institutions and the direct involvement of the academician faculty with the content and process factors of defining teacher competencies.

The size and number of workshops necessary to attain the functional goals of Phase "C", Stage I depend upon a number of factors. In view of the numbers factor (83 institutions and 50 specific areas of teacher certification which are subject to both reduction via broader areas of certification and to expansion via emergence of new curriculum areas in the basic schools) it appears that approximately 1,600 persons will need involvement in Phase "C", Stage I to develop an operational taskforce of adequate size and capability to accomplish the mission set forth as Stage II.

Tentatively, Phase "C" of Stage I will begin in July 1973 (upon completion of the current Phase "B" project) and will extend for a two-year period.

B. Stage II--Stage II is that part of the longitudinal program which is institutionally-centered and related to the institution's independent refinement of initial planning and design of competency-based teacher education programs. Stage II will have four distinct phases.

1. Phase "A"--Independently, each of the 83 Pennsylvania institutions, commencing as soon after July 1, 1973, as local conditions permit, will re-evaluate (and restate as needed) its inventory of generic teaching competencies. The product of this process (refined by virtue of PDE technical assistance and informational input via Stage I activities and projects) will be a refined inventory of generic teacher competencies which more readily lends itself to the program design task facing each institution.

The second objective of Phase "A", Stage II will be the independent design by each institution of its own unique program concentration by which the exit-level teacher competencies generic to all areas of teacher education will be developed by its enrolled students.

Phase "A", Stage II may operate concurrently with Phase "C", Stage I or independent of Phase "B", Stage II.

2. Phase "B"--Independently, each of the 83 Pennsylvania institutions, commencing as soon after the close of Phase "C", Stage I as local conditions permit, will re-evaluate (and restate as needed) its inventory of specialized teaching competencies applicable to the teacher certification programs the institution operates. The product of this process (refined by virtue of PDE technical assistance and informational input via Stage I activities and projects) will be a refined inventory of specialized teacher competencies which more readily lends itself to the program design task facing each institution.

   The second objective of Phase "B", Stage II will be the independent design by each institution of its own unique program concentrations (in areas of specialization) by which exit-level teacher competencies unique to each type certificate program will be developed by its enrolled students.

   Phase "B", Stage II may operate concurrently or independently of Phase "A", Stage II or concurrently with Phase "D", Stage II as applied to Phase "A", Stage II.

3. Phase "C"--The Division of Teacher Education, using the "interim" inventories of generic and specialized teacher competencies (developed by Stage I) would proceed as soon as possible to develop a "Taxonomy of Teacher Competencies" by selectively editing and refining the generated data now available. Such "Taxonomy of Teacher Competencies" would serve as an interim "Standards for Approval of Competency-Based Teacher Education Program Design" required to implement Phase "D", Stage II.

4. Phase "D"--The Division of Teacher Education, acting upon the delegated authority of the State Board of Education, will evaluate the independent competency-based program design of each institution. Such evaluation could enlist the services of the 2,000 person taskforce developed via Stage I and the profession at large to constitute visitation teams to assess the adequacy of the institutional design of its program (1) for developing generic teacher competencies, and (2) for developing specialized teacher competencies. Upon favorable consideration of the visiting team's findings and recommendations by the Division of Teacher Education, the institutions would receive PDE approval to proceed with program development and implementation.

C. Stage III--Stage III is the implementation stage of the longitudinal program, centered within the respective 83 Pennsylvania institutions, and related to the institution's development of program (activities, courses, experiences, etc.) which implements its PDE-approved competency-based design. Although an institutional decision, it is recommended that program design and program development proceed interrelatedly for generic competencies and for specialized competencies.

Further, the Division of Teacher Education, should be prepared at this time to provide, upon institutional request, technical expertise in the various aspects of instructional development: e.g., clustering competencies for program component design and development, developing training and protocol materials, packaging for media-assisted delivery systems, exit competency assessment procedures and instrumentation, etc.

D. Stage IV--Stage IV constitutes PDE implementation of Competency-Based standards and procedures for professional certification of the education professions.

Such mission, it seems, must follow Stages I, II, and III of this longitudinal plan. However, the task will incorporate the concept of competency-based teacher certification for persons who are, or are not, graduates of Pennsylvania institutions of higher education.

E. Stage V--Stage V embodies a historical documentation and continuing research and evaluation effort spanning Stages I-III. It is not the end task; rather, it was the beginning task and commenced with the compilation of bibliographical information concerning competency-based and performance-based design.

Stage V encompases both the formative and summary evaluative processes which will establish the time schedule at which various phases and stages of the long-term plan are implemented with a reasonable predictability of success. It is, therefore, immediate, on-going, and futuristic in the sense that always the task remains of identifying and defining new competencies as these are generated by staffing patterns and curriculum of the employing educational agencies and by changes in role expectations of both societal organization and professional practicioners.

F. A graphic representation of the meshing and overlap of the non-sequential stages of this longitudinal plan is attached.

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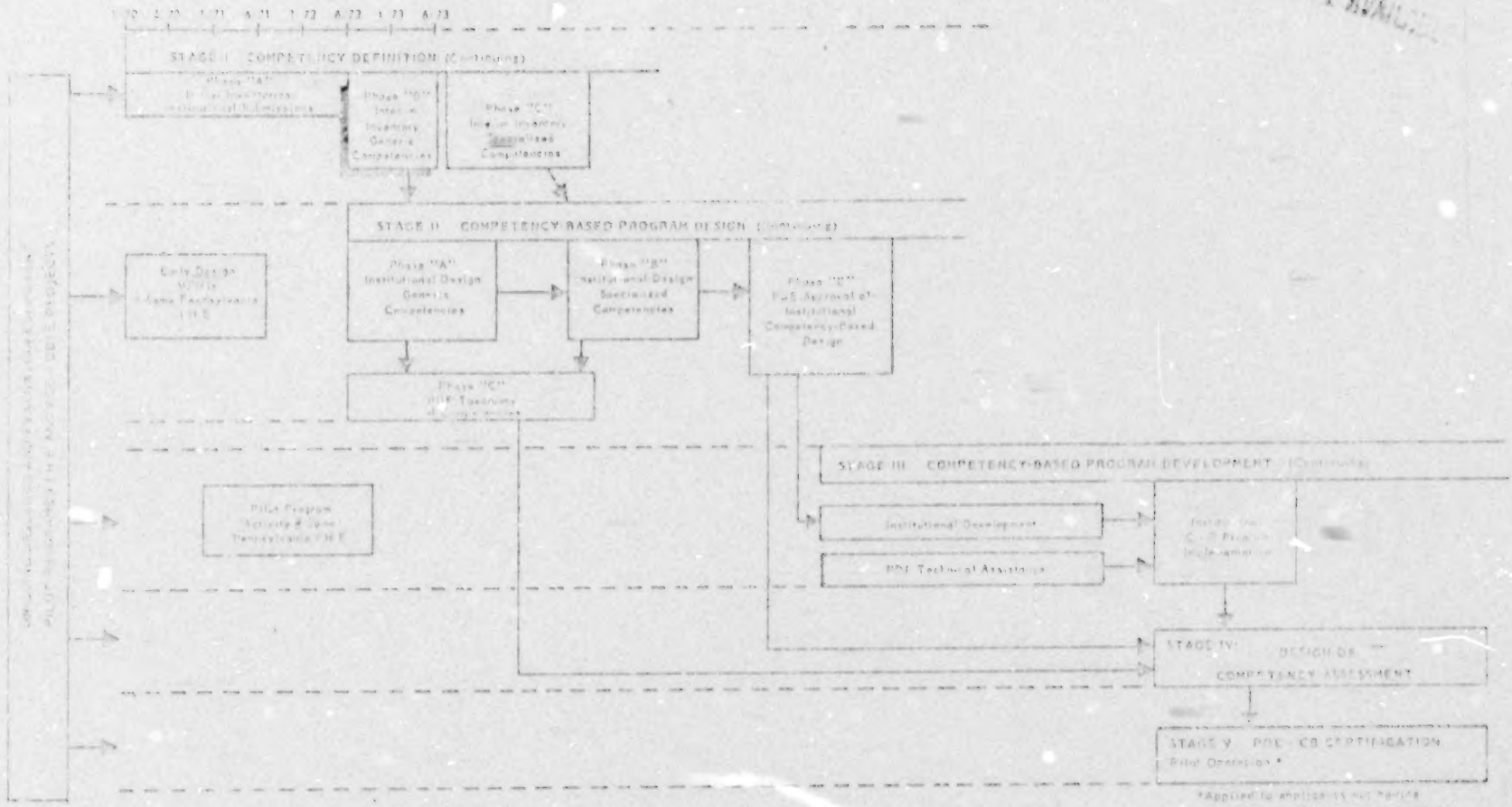
STAGE II COMPETENCY DEFINITION (Continuing)
Phase "A" Institutional Commitment
Phase "B" Inter-Institutional Inventory Generic Competencies
Phase "C" Inter-Institutional Inventory Specialized Competencies
STAGE II COMPETENCY-BASED PROGRAM DESIGN
Early Design Models Adams Pennsylvania CTE
Phase "A" Institutional Design Generic Competencies
Phase "B" Institutional Design Specialized Competencies
Phase "D" Full Approval of Institutional Competency-Based Design
Phase "C" PDE Taxonomy
STAGE III COMPETENCY-BASED PROGRAM DEVELOPMENT (Continuing)
Pilot Program Activity @ Some Pennsylvania CTE
Institutional Development
PDE Technical Assistance
STAGE IV: DESIGN OF COMPETENCY ASSESSMENT
STAGE V PDE - CB CERTIFICATION Pilot Operation *
*Applied to applicants via "prior institutional endorsement via program approval".

5-STAGE PENNSYLVANIA COMPETENCY-BASED TEACHER EDUCATION PROGRAM (Rev. 5-73)